

# **Hampton Borough School District**



## **Emergency Virtual or Remote Instruction Plan**

**2023-2024**

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**<https://www.hamptonpublicschool.org>**

## **Board of Education**

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## **Administration**

Daniel Kerr, Chief School Administrator

Jim Schlessinger, Business Administrator

## **Overview**

The Hampton Borough School District, per Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2023-2024 School Year, is submitting the following virtual/remote learning plan in case of an Emergency School Closure requiring Virtual/Remote instruction.

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which in part requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities, hereinafter referred to as Local Educational Agencies (LEA), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). This law provides for the continuity of instruction in the event of a public health-related district closure by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high-quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education.

## **District Mission Statement**

The Hampton Borough School District, committed to quality and excellence, will provide a broad-based education which is responsive to the needs of all students. Our District seeks to create a challenging learning environment that encourages high expectations for success through the development of appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student’s self-esteem is fostered by positive relationships with students, staff, and the community. We strive to have our students, parents, teachers, and community members actively involved in a desire for lifelong learning.

## **Guiding Principles**

Hampton Borough School District strives to provide a safe learning environment with a focus on equity while working with all stakeholders for all students. This plan was created to implement an emergency virtual/remote instruction schedule for the 2023-2024 school year. In accordance with N.J.S.A. 18A:7F-9, a public school district academic year consists of at least 180 instructional school days. Each student will receive access to at least four hours of instructional time per school day.

## **Equitable Access and Opportunity to Instruction**

### **VIRTUAL/REMOTE INSTRUCTION**

The impacts of lost in-person instructional time and social-emotional development should be anticipated. We will be prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures should be balanced by a recognition of the likely continued distress of educators and students that may persist when schools reopen. If the academic expectations are unrealistic, the school may likely become a source of further distress for students (and educators) at a time when they need additional support. It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Professional development activities will focus on providing staff with an enhanced skillset to provide engaging online learning opportunities, social-emotional learning, trauma-informed school, and culturally responsive teaching. The use of additional instructional practices and the implementation of additional online software applications will provide teachers with tools to differentiate instruction to meet the needs of students.

- The District uses NWEA MAP, an adaptive online assessment tool for reading and mathematics to identify student academic success and progress. This program ensures that all students' varied and age-appropriate needs are addressed.
- The NWEA MAP program is designed to maximize student growth and learning to the greatest extent possible. Synchronous learning plans will maximize student growth and learning.

### **Delivery of Virtual/Remote Instruction**

Staff and students will work remotely for synchronous instruction when the school building is closed. Students will be expected to follow the school schedule and attend classes during distance learning.

Each student is provided a Chromebook and internet access if access is unavailable at home. With the use of wireless hotspots, we are able to provide access for students who do not have connectivity in their homes. Each teacher will create a Google Classroom for students to log into to retrieve and complete assignments. The Google platform is also utilized for virtual meetings for teachers and students.

Google Classroom will be used to provide activities and assignments for students. Morning meetings for students to engage with their peers to promote social skills will be conducted via Google Meet. The focus in K-5 is to continue the development of literacy and mathematical skills. Software Applications : Google G Suite, Newsela, My Math, TCI Science, Readworks, Flocabulary, Mystery Science, and other online applications

Assessment of student growth will be completed through Google Classroom lessons and on-line assessments and NWEA MAP assessments.

Additional/Accelerated Learning Opportunities will be made available through in-district resources during and after the school day.

Students will have access to Title I programming through Google Classroom, Google Meet, and/or Zoom.

Educational programming, ESY, will be offered to students who need additional support for credit/attendance purposes. Hunterdon Behavioral Health Care provides a three-day-a-week camp over the summer for students in grades second through fifth.

Teachers and CST members will be available for open office hours (extra help), daily to assist students and families with academic and social-emotional support resources.

All award ceremonies for students will be facilitated in a remote environment to recognize students.

In a remote learning environment, transportation, community-centered programs, and aftercare would not be available

### **Technology Needs**

Each student is provided a Chromebook and internet access if access is unavailable at home. With the use of wireless hotspots, we are able to provide access for students who do not have connectivity in their homes. Chromebooks and hotspots can be picked up by parents or delivered to families. Hunterdon ESC Technology Services will be available to provide guidance to resolve any issue that may arise. In situations where the district is unable to resolve Chromebook issues via the phone and emails, the district will provide a replacement Chromebook for the student.

All faculty & staff have access to technology resources including but not limited to, a district issued Chromebook/Laptop, applications, resources and electronic professional development applications .

### **Social Emotional Needs**

- Mental Health Support Programs will be put in place to support student, staff, and faculty overall well-being.

## **Addressing Special Education Needs**

### **Students with Disabilities**

Every child with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Depending on the individual child's needs, it may not be feasible to adhere to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet the needs of the individual child may require creative solutions, often on a case-by-case basis. Google Classroom allows teachers to differentiate assignments to meet IEP modifications and accommodations as well as the different levels of students. Teachers will link students' interests to assignments to further engage students in learning. Several students are currently assigned one-to-one aides. These aides will provide daily personalized instruction to students and guidance as students complete assignments. Staff will utilize Google Meet to hold virtual meetings with students to provide direct instruction throughout the school day. Teachers and staff members will create a daily log detailing instruction and other interactions with students or parents/guardians. Information will be shared with the Child Study Team. Child Study Team staff will frequently communicate with families via email and phone communication to ensure effective implementation of the IEP.

The district will use data on student progress toward IEP goals and objectives from the date the district closed, data from virtual learning, and will assess students promptly upon return to on-campus instruction. This will assist in determining the need for compensatory education services.

### **Related Services**

Related services will be provided remotely by a Board approved vendor.

(e.g.: speech/OT/PT, etc.)

- Students who are receiving speech services will receive ongoing instruction through an online FERPA-compliant platform for teletherapy. Supplemental materials will be mailed to students.
- Counseling services will continue through phone, video conference, or email communication. All documentation will be shared with the Child Study Team.

### **Virtual IEP Meetings**

IEP meetings will be held through Google Meet and telephone conferencing. Support staff and teachers will attend virtually and provide input as needed.

**Addressing English Language Learners Plan Needs**

Our current student population has a few students that need additional assistance. The use of translation applications is currently utilized to share information with parents. A world language teacher will assist teachers and provide support during virtual learning. The use of translation services will be used for virtual and telephone meetings. ELL students will be provided with additional resources and materials necessary to ensure equal educational opportunities. Communication may take the form of emails and/or phone calls. Google Meet meetings may be held to facilitate further discussion. Translators will be available to assist ELL students & families.

Staff members will work with sending district world language teachers to receive training or instructional materials to meet the needs of students. Hunterdon County ESC will be an additional option if the organization is able to provide services.

**Meal Distribution**

School personnel will ensure that every student receives meals. Personnel will work with the Department of Agriculture to review meal options. If meals need to be delivered, social distance protocols for all parties will be followed to limit physical contact.

**Attendance Plan**

**Monitoring of Distance Learning**

Student progress will be monitored through the use of Google Classroom and applications. Staff members will contact parents/guardians multiple times per week if a student is not participating in online instruction. Staff members will communicate with parents/guardians through email, telephone calls, and text messaging to ensure students have access to assignments, as well as provide progress on any missing activity. Counselors and teachers will complete biweekly check-ins with specified parents/guardians to ensure that those students are engaged in learning activities and progress in their assignments.

**Student Attendance**

Attendance will be tracked of students who do not join Google Classroom or school activities daily. Attendance will be monitored via participation in sessions and submission of completed work. Through the use of PLC meetings, staff will review if any students are not attending regularly and inform the administration to reach out to the students and their families to engage students in the learning process. If a student misses more than two days of remote learning, contact with the family will be made to determine the student's needs. The school administrators are responsible for making this contact.

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**Student Attendance Policy 5200**

In accordance with the provisions of N.J.S.A. 18A:38-25, every parent, guardian, or other person having control and custody of a child between the ages of six and sixteen shall cause the child to regularly attend school. The Board of Education requires students enrolled in the

school district to attend school regularly in accordance with the laws of the State. In accordance with the provisions of N.J.A.C. 6A:16-7.6 and for the purposes of this Policy and Regulation 5200, Students that are absent from school for any reason will be responsible for the completion of assignments missed due to their absence. A student who is absent from school for observing a religious holiday shall not be deprived of any award, eligibility, or opportunity to compete for any award or deprived of the right to take an alternate test or examination that was missed because of the absence provided there is a written excuse of such absence signed by the parent. Prolonged or repeated absences, excused or unexcused, from school or from class deprive students of the educational and classroom experiences deemed essential to learning and may result in retention at grade level in accordance with policies of this Board. Unexcused absences from school or from classes within the school day may subject a student to consequences that may include the denial of a student's participation in co-curricular activities. Repeated absences from school interfere with the efforts of this Board and its staff in the maintenance of good order and the continuity of classroom instruction. The CSA shall calculate and monitor the average daily attendance rate for the district and for each school in the district. Whenever the average daily attendance rate does not meet the New Jersey Department of Education requirements, the CSA or designee shall develop a district improvement plan to improve student attendance pursuant to N.J.A.C. 6A:30-5.2.

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### **Facilities Plan**

In the event that an extended building or district closure is required the following procedures will be implemented to ensure the facilities are adequately maintained. When the building is closed for students and staff, maintenance and custodial teams will stay operational to monitor and maintain facilities. Based on the daily monitoring of all facilities, the size and operating hours of the maintenance and custodial team(s) will be adjusted. The District's Director of Facilities will be responsible for managing the required workforce necessary to maintain the continuous operational status of all District facilities regardless of the "in-person" or the "virtual" instructional status.

Enhanced cleaning protocols established in the 2020-2021 school year will continue into the 2023-2024 school year. The use of electrostatic sprayers will continue to be used throughout the buildings every day. Common touch points such as door handles, knobs, railings, water fountains, etc. will be disinfected on a rotating basis throughout the school day. Custodians will continue to thoroughly clean and disinfect daily once students are dismissed.

The HVAC system checks and monthly filter changes for proper air quality will continue. Classroom windows and doors will be opened when possible to increase airflow.



## **Other Considerations**

The district will continue to provide any accelerated learning, basic skill instruction, or any other extended learning opportunities to identified students via virtual instruction.

The district will continue to offer summer programs to students for credit recovery.

Mental Health Support Programs will be put in place to support student, staff, and faculty overall well-being.

The district will continue to provide any accelerated learning, Title I or any other extended learning opportunities to identified students via virtual instruction.

If remote instruction is extended for longer than three weeks, staff will attempt to facilitate virtual meetings for extracurricular activities to the greatest extent possible.

Work Family Connection does not offer aftercare during remote instruction. When in-person instruction resumes the services will be provided to the parents/guardians.

Community programs will be held virtually to engage the school community in programs, committees, and organizations.

## **Essential Employees**

Dan Kerr	Chief School Administrator
Jim Schlessinger	Business Administrator
Susan Straight	School Nurse
Jim Neidlinger	Maintenance/Grounds Supervisor
Dawn Gizis	Office Administrative Assistant